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ABSTRACT

At Florida's Seminole Community College (SCC), all curriculum change proposals for any of the academic units at the college must first be evaluated and approved by the Curriculum Committee (CC). In an effort to provide CC members with information on college procedures pertaining to the curriculum change process as well as the basic principles of instructional design, an operational guidebook was developed for the committee. This report describes the methodology used to develop the guidebook. Chapter 1 traces the history of the college and describes the administrative approach to curriculum and program planning. Chapter 2 reviews the literature on the importance of periodic curriculum and program review, and discusses the specific relevance of a curriculum guidebook for SCC. Chapters 3, 4, and 5 present the steps undertaken to develop the guidebook for SCC, discuss the results of the guidebook development process, and offer conclusions and recommendations. The guidebook itself is appended. The first section reviews the procedure for appointing CC members, and describes the SCC's curriculum change process and procedures. The next section provides a copy of the institutional impact statement form to be submitted with a new course proposal, a new course proposal form, a course change proposal form, and the SCC format for course syllabi. The final three sections provide rules of order for meetings, guidelines for evaluating course proposals, and a list of committee members. (PAA)

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THE DEVELOPMENT OF AN OPERATIONAL GUIDEBOOK FOR CURRICULUM COMMITTEE MEMBERS AT SEMINOLE COMMUNITY COLLEGE

Curriculum and Program Planning Seminar

by

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A **Practicum** presented to Nova University in partial fulfillment of the requirements for the degree of **Doctor of Education**

Nova University

November 1989

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ABSTRACT

A study of the professional literature relating to the field of curriculum and program planning indicated that community colleges must keep pace with technological change by periodically adjusting their curriculums by additions, deletions, substitutions, or revisions. All academic units should be included in these curricular adjustments, to ensure that all constituents understand the implications of such changes on the institution. At Seminole Community College, all curriculum change proposals must be evaluated and approved by the Curriculum Committee. This committee should be provided sufficient direction to function in an effective and efficient manner.

The purpose of this study was to develop an Operational Guidebook for Curriculum Committee Members at Seminole Community College, thus providing the necessary direction. Considerable care was given to the development of a document that was both informative and easy to read. The Director of Curriculum was consulted in the process, and the completed project was submitted for immediate use by committee members.

Recommendations were made, supported with the results of this study, to the Director of Curriculum. The College should: (1) Adopt the Guidebook for immediate use, and disseminate the results of this study to faculty and staff; (2) Conduct an annual orientation for committee members, utilizing the Guidebook as the

outline for these sessions; (3) Conduct in-service workshops for faculty in principles of instructional design; (4) Develop similar guidebooks for all college-wide committees; and (5) Make special efforts to include all adjunct faculty in these workshops.

TABLE OF CONTENTS

	Page
ABSTRACT	i
Chapter	
1. INTRODUCTION	1
2. BACKGROUND AND SIGNIFICANCE	3
Significance to the College	8
Significance to the Seminar	8
3. PROCEDURES	10
4. RESULTS	13
5. DISCUSSION, CONCLUSIONS, RECOMMENDATIONS	16
REFERENCES	19
APPENDIX	20

Chapter One

INTRODUCTION

In 1965, the Florida Legislature authorized the establishment of Seminole Junior College. Classes began in 1966, with an initial enrollment of seven-hundred students. The student population exceeded twenty-four thousand this past year. In 1975, the Board of Trustees authorized that the college name be changed to Seminole Community College.

Seminole Community College offers instruction in three distinct areas. First, college credit coursework may be applied towards: (1) An Associate of Arts degree, which provides the first two years of a baccalaureate; (2) An Associate of Science degree, which provides occupational training for immediate job entry and is not intended for transfer to a four-year college; and (3) One-year college credit certificate programs. The second area of instruction is Non-Credit Vocational programs, consisting of twenty-seven different occupational programs. The typical length of instruction is one year. Additionally, each term the college offers over one-hundred continuing education courses which provide update training for persons already employed. The final area of instruction is Adult and Continuing Education, which is comprised of Developmental Education, the Adult High

School, the Lifelong Learning Program, and the innovative Business and Industry Support Center.

According to Curriculum and Program Planning (Herrscher, et al: 1896:3), "Many professionals engaged in educational enterprises...have had little or no exposure to curriculum and instruction as a field of study." Faculty members of Seminole Community College who serve on the Curriculum Committee possess expertise in their teaching disciplines. However, most have little or no formal training to prepare them for the tasks they face as committee members. Additionally, the college should provide members with information on institutional policies and procedures that are germane to the operation of the committee.

The purpose of this study was to develop an Operational Guidebook for Curriculum Committee members at Seminole Community College. The literature was reviewed to develop a conceptual framework for this study. The guidebook was developed, including the following: (1) A section concerning operational guidelines; (2) A section containing official forms used in the curriculum change process; (3) Rules of order for meetings; (4) Guidelines for evaluation of proposals; and (5) A directory of committee members. The completed project was submitted to the Director of Curriculum for immediate use by committee members.

Chapter Two

BACKGROUND AND SIGNIFICANCE

The purpose of this study was to develop an Operational Guidebook for Curriculum Committee members at Seminole Community College (Florida). Technological changes result in the implementation of new procedures and the accompanying need to update skills of employees. If it is to fulfill its mission, the community college must modify its curriculum to keep pace with the changes in community needs (Garrity: 1984). Hammons (1986) suggests that a constrainer of excellence in higher education is the failure to evaluate periodically and systematically individual programs and courses. College curricula should be constantly changeable by additions, deletions, substitutions, or revisions.

Community colleges differ from universities in both mission and in scope. One of the major differences is the emphasis these institutions place on teaching and research. Traditionally, universities place major emphasis on research/creative/scholarly activities, whereas community colleges emphasize teaching.

As teaching is critical to the mission of the community college, so the curriculum is to the crux of teaching. Something must be taught; that something is the curriculum. Community colleges should scrutinize and adapt the substance and delivery of their curriculum to match the knowledge, capacities, and

skills they expect students to develop (National Institution of Education: 1984). The curriculum should have explicit outcomes, instructional sequences, and procedures for verification of the learning that is to be achieved (Cohen: 1979).

Shaping the curriculum is shaping the community college itself. All academic levels and all academic units within the college should be considered and included in curriculum decisions. According to Rawlings (1987:B2), "The purpose of liberal education has always been to enable students to see things whole." Many community college graduates can remember the series of courses that they took. They should also be able to recognize the basic relationship between these courses. If faculty are to communicate these relationships, they too, must understand the curriculum from a holistic perspective. Faculty must also understand the implications of changing their curriculum on other support areas of the college. For example, what will be the impact on the Math Department if the Engineering Department decides to add another Calculus course to its curriculum?

While the constituencies mentioned above should approve the curriculum, the final responsibility for the initiation, redirection, or termination of programs or courses lies with the Chief Academic Officer. This task alone would consume almost all of the chief administrator's time. For this reason, postsecondary educational institutions delegate such responsibilities to a committee. At SCC, the Curriculum Committee is a critical institutional resource for curriculum development.

Committee functions may be logically divided into three categories: Developing policies, performing administrative activities, and providing technical advice (Tucker:1981). Since the Curriculum Committee at Seminole Community College is composed primarily of faculty members, who are not necessarily familiar with institutional policies and administrative procedures, the College should provide sufficient guidance and direction for committee members. An effective and efficient means of providing such guidance and direction would be the development of an operational manual for committee member's use. The guidebook would delineate committee purposes and duties, procedures, and provide a suggested format for evaluating curriculum proposals.

As with the development of any document, it is essencial that the text relate to its audience. Most faculty members at Seminole Community College possess graduate training in their teaching disciplines. They are competent in what to teach and in how to convey that knowledge and those skills to their students. However, many faculty have little formal knowledge of exactly what constitutes a good curriculum. This statement has support in the professional literature. Pautler (1989:3) states: "It seems safe to say that very few teachers at all levels of teaching have much in-depth preparation in principles of instructional design." Herrscher (1986:3) concurs: "Many professional engaged in educational enterprises...have had little or no exposure to curriculum and instruction as a field of study."

For this reason, the Guidebook for Curriculum Committee Members, the majority of which are teaching faculty, should cover some of the basic principles concerning instructional design. Gagne, et al (1988; 4-6) describe certain characteristics of instructional design:

> 1. Instructional design must be aimed at aiding the learning of the individual and should be oriented to the individual.
>
> 2. Instructional design should ensure that no one is "educationally disadvantaged".
>
> 3. Instructional design should be conducted by means of a systems approach, beginning with the analysis of needs and goals, and ending with an evaluated system of instruction that demonstrates the successful accomplishment of these goals.
>
> 4. Designed instruction must be based on the knowledge of how people learn.

Another concept important to understanding instructional design is curriculum alignment. Pautler (1989:1) states:

> If the curriculum of an institution is viewed as a statement of work for that institution, the teachers have a professional obligation to teach from the written curriculum. In many cases the curriculum can be considered written, taught, and tested. The written curriculum is that which is found in courses of study that have gone through institutional committees for approval. The taught curriculum is what the teacher actually presents to the members of the class. The tested curriculum is what is tested or evaluated by tests...Curriculum alignment is the term used to indicate that the written curriculum is in fact the curriculum that is tested or evaluated at the end of the course.

English (1987:192) proposes that "curriculum documents ought to be quite small and functional, easily referenced and used, and be put into a form that connotes stability and continuity over time."

Faculty should develop their course syllabus on the basis of instructional design principles and the concept of curriculum alignment. Altman (1989) suggests a model syllabus that incorporates instructional design principles and the concept of curriculum alignment. It contains:

1. Personal information about the course, i.e., course name, number, section, meeting times and place, the instructor's office/phone, etc.
2. Course description, generally taken from the college catalog.
3. Course objectives that indicate what will be taught and what students are expected to achieve by the end of the course.
4. Course calendar that provides relevant dates.
5. Course requirements that delineate exactly how the student will be evaluated.
6. Required texts and other materials.
7. Method of grading.

Significance to the College

This study was significant to Seminole Community College in three ways. First, the guidebook helped to formalize the process of curriculum development and adjustment by providing written documentation of college policies and procedures to committee members. Second, the guidebook benefitted the academic units

within the college in that it promoted a systematic and equitable review process for all curricular proposals via standardization. Finally, this study benefitted the learners. Seminole Community College has an ethical obligation to provide the kinds of curricula that will help students attain their educational objectives. The Curriculum Committee is charged with the commission of ensuring curricular relevance, and the guidebook enabled that committee to operate more efficiently, effectively, and equitably.

Significance to the Seminar

According to the Curriculum and Program Planning Study Guide (Herrscher, et al: 1986:1):

> Curriculum and program planning should follow the principles of sound curriculum design, be carefully developed over time, reflect the needs of society and the learner, and/or the needs of the parent organization, and undergo continuous evaluation and revision.

The purpose of this study was to develop an Operational Guidebook for Curriculum Committee members at Seminole Community College. The guidebook was developed for use by educational practitioners, incorporating the principles of sound curriculum design, reflecting the needs of society, the learner, and the College. It was developed over time and designed to undergo continuous revision.

Three of the four major competencies of the seminar were exhibited in the development of the guidebook. First, an understanding of curriculum theory provided the conceptual construct for the project. Second, accepted principles of instructional

decision making were included in the guidebook to assist committee members carry out their charge. Third, an appreciation of the sophisticated nature of curriculum and instructional decision making helped define the parameters for the project, keeping the guidebook focused on providing information germane to committee tasks.

Chapter Three

PROCEDURES

The purpose of this study was to develop an Operational Guidebook for Curriculum Committee members at Seminole Community College. Considerable care was given to the development of a document that was both informative and easy to read. The Director of Curriculum was consulted in the process, and the Curriculum Committee was encouraged to modify the guidebook, as needed.

The procedures for this study were as follows:

1. The professional literature was reviewed.
2. The concept of, and rationale for the guide book was presented to the Vocational Dean, and approval to proceed with the practicum was secured.
3. The guidebook was developed, in manuscript form, and included the following: (1) Operational Guidelines that specified membership, the curriculum change process , and procedures for curricular change; (2) A list of official forms used in the curriculum change process; (3) Rules of order for meetings; (4) Guidelines provided to assist in the evaluation of proposals; and (5) directory of committee members.

4. The completed project was submitted to the Director of Curriculum for immediate use by committee members.

These procedures differ slightly from those that were submitted in the Practicum Proposal. In Procedure Three of the proposal, basic essentials of parliamentary procedures were to be included in the guidebook. The Director of Curriculum recommended that, since the committee operated in more or less an informal climate, formal parliamentary procedures would not be appropriate. The Rules of Order included in the handbook more accurately represent how meetings are conducted at Seminole Community College.

Assumptions and Limitations

The expected outcome of this practicum was the development of a guidebook for Curriculum Committee members at Seminole Community College. It was assumed that: (1) The Director of Curriculum would disseminate the results of this study to college personnel for immediate implementation; and (2) The Curriculum Committee would operate according to the guidelines provided by the handbook. The guidebook was developed for Seminole Community College, and was limited to those involved in the curriculum change process at that institution.

Definition of Terms

curriculum - both a system and a plan; the system exists to develop the plan. Planning occurs at the managerial level and the Department/Instructor level. The plan contains content, experiences, and environments. The system needs to adopt or develop a process of operation.

evaluation - the means of collecting, analyzing, and interpreting evidence of how well an instructional product or system performs, or will perform.

instruction - a deliberately arranged set of external events designed to support internal learning processes.

syllabus - a legal written understanding between a faculty member and students, providing the students with the information they need to succeed in a course.

Chapter Four

RESULTS

The literature was reviewed, which provided a conceptual framework for the development of the guidebook. Community colleges must keep pace with technological change by periodically adjusting their curriculum by additions, deletions, substitutions, or revisions. All academic units should be included in these curricular adjustments, to ensure that the affected units understand the implications of such changes on the college.

The Curriculum Committee at Seminole Community College is typical in that it is composed primarily of faculty members who are not necessarily familiar with college procedures, and who have had little preparation in principles of instructional design. If committee members are to perform their duties in a competent manner, they must first become aware of college procedures pertaining to the curriculum change process, and second, have an understanding of the basic principles of instructional design. One way to accomplish this was to develop an operational guidebook for Curriculum Committee members. This document should be as parsimonious as possible, functional, easily referenced and used, providing stability and continuity to the college.

The Director of Curriculum was consulted with in an effort to obtain her input for the development of the guidebook. The Director stated that the project would be of great benefit to the

College, and suggested a minor modification to the Procedures, specifically to include a more informal Rules of Order in place of parliamentary basics.

Utilizing the above information, the following outline was developed for the guidebook:

1. A letter of support from the President, showing institutional support of and appreciation for the efforts of the Curriculum Committee. Committee members should recognize the vital contribution of their activities to the College.
2. A section that delineates the operational guidelines for the committee, including criteria for membership, an overview of the curriculum change process, and procedures for curricular change at the College. In order to carry out their duties, committee members should know the purpose of their group and the processes they are supposed to employ.
3. A section that provides copies of the forms used in the curriculum change process, including the Institutional Impact Statement, the Course Change Proposal, the New Course Proposal, and the Format for a Course Syllabus. Committee members should be familiar with the documents that they are expected to analyze and evaluate.

4. A section that describes the Rules of Order for committee meetings. This is included to inform members of the proper protocol expected at meetings.

5. A section that provides guidelines for the evaluation of proposals, including the concept of curriculum alignment as a means for improving institutional effectiveness. As previously mentioned, many educational professionals have had little or no formal training in this field of study. This section is included to provide the basics needed to evaluate curriculum proposals at Seminole Community College.

6. A directory of committee members, including their divisions and office extensions. Committee members should be aware of the composition of the committee, and be able to communicate freely with one another.

An effort was made to develop a document that was both informative and easy to read. The Director of Curriculum was consulted for revision to the original draft. No changes were recommended. The Guidebook was submitted to the Director of Curriculum for immediate use by committee members.

Chapter Five

DISCUSSION, CONCLUSIONS, and RECOMMENDATIONS

Introduction

The purpose of this study was to develop an Operational Guidebook for Curriculum Committee Members at Seminole Community College. The professional literature was reviewed, and the Director of Curriculum was consulted in the process. This chapter contains a discussion of the process, including conclusions drawn and recommendations made based on the results.

Discussion and Conclusions

The results of this study are supported by the research of others relating to the development of an operational guidebook for Curriculum Committee members. Often, educators fail to practice what they preach. Curriculum alignment is a sound educational practice, and is applied to assist students succeed in coursework. Why not apply the same concept to assisting committee members succeed in their mission? For example, the written curriculum lets students know, up-front, what is expected of them. The Guidebook lets committee members know, up-front, what is expected of them. The written curriculum, when taught, can be likened to committee members using the guidebook to carry out their tasks, i.e., the implementation of the contents of the

guidebook. The evaluated curriculum measures how well the students performed in class. In this analogy, the outcomes of committee proceedings can be compared to the evaluated curriculum. Committee alignment occurs, then, when the committee knows exactly what its mission is, operates according to guidelines published by the administration, and produces the product it is asked to produce.

The product is the bottom line: A relevant curriculum that reflects the professionalism of the faculty and staff of the institution. There is no substitution for excellence in the classroom. Excellence in the classroom begins with the curriculum development process, long before any student enrolls in a course. The Guidebook provides structure and consistency to this process, involving all constituents at appropriate levels. This is the first potential for improvement at Seminole Community College.

The second potential for improvement involves the "spill-over" effect. If college personnel perceive that the Guidebook was a critical factor in improving the performance of the committee, then they may attempt to apply the same concept to other College committees. Success builds on success. Success is contagious. The Guidebook provides the starting point for improving committee effectiveness and efficiency at Seminole Community College.

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Appendix

24

OPERATIONAL GUIDEBOOK
for
COLLEGE CREDIT
CURRICULUM COMMITTEE MEMBERS

Seminole Community College

1990

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TABLE OF CONTENTS

	Page
LETTER FROM THE PRESIDENT	2
OPERATIONAL GUIDELINES	
Membership	3
Curriculum Change Process	3
Curriculum Change Procedures	4
OFFICIAL FORMS	
Institutional Impact Statement	6
Course Change Proposal	7
New Course Proposal	8
Format for a Course Syllabus	9
RULES OF ORDER	11
GUIDELINES FOR EVALUATION OF PROPOSALS	12
DIRECTORY OF COMMITTEE MEMBERS	13

This page reserved for a letter from the President to the committee members, which will serve as an introduction to the document.

CURRICULUM DEVELOPMENT PROCESS

Membership

Each department in the Arts and Sciences and each division in Vocational Education will recommend a faculty member to serve as its representative to the committee. In order to be eligible for the committee, faculty members must be on fulltime contract and be teaching at least one college credit course. All recommendations must be approved by the appropriate director and dean, and by the Vice-President for Instruction, before being submitted to the President.

The Dean of Vocational Education and the Dean of Arts and Sciences will each recommend one director to serve on the committee. The Vice-President for Student Services will recommend one counselor to serve on the committee. The Campus Governance Association will recommend two students, one representing the Vocational division, and one representing the Arts and Sciences division. In order to be eligible for the committee, each student must have earned twelve college credits at SCC and have a 2.5 or higher GPA. These recommendations must be approved by the Vice-President for Instruction before being submitted to the President.

The Director of Curriculum Development, the Dean of Admissions and Records Systems, and a representative from the Institutional Analysis Office will serve as non-voting, ex-officio members of the committee.

The Deans and Vice-President shall:

1. Select the committee chairperson from among the committee members; and
2. Consider minority representation and male/female ratio on the committee before submitting recommendations to the President.

Curriculum Change Process

At least two weeks prior to the Curriculum Committee meeting, the Director of Curriculum Development will send the agenda to each vice-president and to each member of the Dean's Council. A copy of the agenda will be submitted for publication in the College Bulletin. The agenda and a copy of each proposal will be sent to each committee member, the Dean of Vocational Education, The Dean of Arts and Sciences, and the Vice-President for Instruction.

The Curriculum Committee will meet monthly to consider proposed changes and will make recommendations to the Vice-President for Instruction.

The Vice-President for Instruction may:

1. Approve or disapprove the recommendation; or
2. Return the proposal to the Curriculum Committee for clarification.

If the Vice-President for Instruction disapproves the proposed change, written notification will be given to the director or department chair, with copies to the Curriculum Committee Chairperson and the appropriate dean. If the director or department chair feels that the disapproved change is still in the best interest of the program, a revision of the proposal may be submitted.

Upon approval, the Vice-President for Instruction will recommend the change to the President. If the President approves the change, it will be forwarded to the College Board of Trustees. If the President disapproves, notification will be given to the Vice-President for Instruction. The Vice-President for Instruction will notify the director or department chair who initiated the proposal.

When the Board approves a change, the Vice-President for Instruction will notify the director or department chair. Copies of this memorandum will be sent to the Office of Institutional Research, and to the Vice-President for Student Services.

The Director of Curriculum Development will publish a summary of Board approved changes in the College Bulletin and will update the Course Master File.

Curriculum Change Procedures

In order to maintain programs that are up-to-date in terms of curriculum content, it is necessary that the curricula be periodically reviewed and revised. It is also necessary to add new curricular offerings and to delete programs that are no longer needed in the service area of the college.

Curriculum change includes the following:

1. Changes to admission or graduation requirements of a curriculum;
2. Addition to or deletion of courses in a curriculum;
3. Changes in catalog description, including title, credit hours/contact hours, and co/prerequisites;

4. The introduction of new curricula to the College;
5. The suspension or deletion of a curriculum offered by the College.

Changes to the curriculum offerings of a program shall be initiated by a faculty member through the director or department chair. If the proposal is approved, it will be signed and forwarded to the dean. If the Director or chair disapproves the proposal, a written explanation of the decision will be given to the faculty member, who may choose to revise and resubmit the proposal.

For technical and occupational programs, all major proposals must include a letter expressing approval or disapproval from the chairperson of the program advisory committee, or the minutes of the advisory committee meeting at which the change was discussed.

When a new course is being recommended, the course syllabus and the Institutional Impact Statement must be attached to the New Course Proposal form. When a course change or deletion is being recommended, the Course Change form is to be used (see appendix for forms). Changes in programs shall be submitted as a memo from the director and dean to the Curriculum Committee Chairperson.

The dean will review the proposals. If the dean approves, the original copy will be sent to the Director of Curriculum Development for a technical review, at least three weeks prior to the meeting in which the change is to be discussed. If the dean disapproves, written explanation of the decision will be given to the director or department chair.

SEMINOLE COMMUNITY COLLEGE

COURSE OR PROGRAM ADDITION
INSTITUTIONAL IMPACT STATEMENT

REFER TO GUIDELINES ON BACK OF PAGE
TO BE SUBMITTED WITH NEW COURSE PROPOSAL

Proposed By:(Name)_____ Date: _____

Proposed Addition: (Course or Program Title) _____

Reviewed By: (Dean) _____ Date: _____

****

WHAT CHANGES WILL BE NECESSARY IN EACH OF THE FOLLOWING?

1. Staffing in your area of the college _____

_____

2. Staffing in other areas of the college _____

_____

3. Similar course or program offerings _____

_____

4. Textbooks _____

_____

5. Library collection materials in any form (print, audio, video, etc.) _____

_____

6. Equipment use by faculty and students _____

_____Estimated cost_____

Estimated replacement schedule and cost _____

_____

7. Facilities _____

_____

8. Admissions and advising _____

_____

GUIDELINES FOR COMPLETING "INSTITUTIONAL IMPACT STATEMENT"

This form is designed to assure that proposed new courses are added to the curriculum only after all areas of the college have evaluated the impact on personnel, services and facilities.

1. Will this course be taught by current faculty or will new employees be needed? Full-time or adjunct?

   If current staff will be used, what effect will that have on the courses which that person presently teaches?

2. Will faculty in other departments be asked to teach this course? If so, check with the chair of that department.

3. If a similar course is offered, will this new course attract students away from other courses?

4. What textbook will be used? Cost? Have you examined the alternatives?

5. Will the Library need to acquire new reference books or audio-visual equipment? If so, consult with the Dean of Library Services.

6. Will students use equipment?

   Will the instructor need access to equipment for course preparation or delivery?

   When will the equipment need to be replaced?

7. Will classroom space need to be redesigned?

   Are additional electrical outlets needed?

   Is special furniture or lighting needed?

8. Will any changes be necessary in the registration procedures? If so, contact the Dean of Student Services.

   Will the testing center services be needed for students in the class?

SEMINOLE COMMUNITY COLLEGE

NEW COURSE PROPOSAL

COURSE NAME _____

Course Number_____Proposed date of first offering_____

Credit Hours_____ Contact Hours _____

Lecture _____ Lab _____ Lecture/Lab _____ Lab Fee _____

Prerequisites _____ Corequisites _____

Does this course replace an existing course? _____Yes _____ No

If yes, which course? _____

Maximum class size _____

Rationale for lab fees _____

_____

PLEASE ATTACH THE FOLLOWING:

"Institutional Impact Statement"
Measurable Course Objectives
Course Outline

CATALOG DESCRIPTION:

METHOD OF STUDENT EVALUATION:

(over)

TEXTBOOK(S):

JUSTIFICATION FOR THE COURSE: (Include population to be served, number of students projected per class and per session, relationship of the course to the discipline or program, advisory committee recommendations, etc.) *(Please attach community market survey if completed)

TRANSFERABILITY: (Describe the transferability of the course to a university.)

Faculty Member: _____ Date: _____
Department Chair: _____ Date: _____
Director: _____ Date: _____
Dean: _____ Date: _____
Curriculum Committee Chair: _____ Date: _____
Vice President For Instruction: _____ Date: _____
Board of Trustees Approval Date: _____

SEMINOLE COMMUNITY COLLEGE

COURSE CHANGE PROPOSAL

Type of Change (Check one):
Course Revision _____ Course Deletion _____

EXISTING COURSE

Course Name _____ Course Number _____
Credit Hours _____ Contact Hours _____
Lecture _____ Lab _____ Lecture/Lab _____ Lab Fees _____
Prerequisites _____ Corequisites _____

PROPOSED CHANGE IN COURSE

Course Name _____ Course Number _____
Credit Hours _____ Contact Hours _____
Lecture _____ Lab _____ Lecture/Lab _____ Lab Fees _____
Prerequisites _____ Corequisites _____
Desired Date of Proposed Change _____

Describe the change:

Objective of the change or deletion:

Impact of the change or deletion on other programs:

(over)

Faculty Member: _____ Date: _____
Department Chair: _____ Date: _____
Director: _____ Date: _____
Dean: _____ Date: _____
Curriculum Committee Chair: _____ Date: _____
Vice President For Instruction: _____ Date: _____
Board of Trustees Approval Date: _____

SEMINOLE COMMUNITY COLLEGE FORMAT FOR A COURSE SYLLABUS

All syllabi for courses taught at Seminole Community College must include the following information:

1. COURSE TITLE_____ COURSE NUMBER:_____
2. LECTURE HOURS:___ LAB HOURS:___ CREDIT HOURS:____

3. INSTRUCTOR:_____ OFFICE:_____ PHONE:_____

4. LOCATION:_____ TIME:_____ DAY:_____
5. REQUIRED TEXT:_____

6. PREREQUISITES: (if applicable)_____

7. CATALOG DESCRIPTION: This description should be com posed with complete sentences.

8. MEASURABLE COURSE OBJECTIVES: Objectives should say what it is that the student will be able to do at the end of the course. Use only measurable terms (a list of measurable and non-measurable terms is attached). Make sure that each objective completes the statement "The student will be able to:".

9. COURSE OUTLINE AND LEARNING ACTIVITIES: A week-by-week schedule of material to be studied and a description of learning activities planned for each session, e.g.
   Week 1 - Introduction. Lecture/Discussion. pp 1-44
   Week 2 - Symbiotic Relationship Between Technology and the Humanities. Film/Discussion, etc.

10. SAFETY FACTORS: (if applicable)_____

11. METHOD OF STUDENT EVALUATION: State all measures to be used to evaluate performance, e.g., number and types of tests, observation techniques, papers, class participa tion, etc., and state the percentage of the grade given to each.

12. BIBLIOGRAPHY: A list of references available in the college library.

Measurable Terms
According to Bloom's Taxonomy

Knowledge	Comprehension	Application	Analysis
define	restate	translate	distinguish
memorize	discuss	interpret	analyze
repeat	describe	apply	differentiate
record	recognize	employ	appraise
list	explain	use	calculate
recall	express	demonstrate	experiment
name	identify	dramatize	test
relate	locate	practice	compare
	report	illustrate	contract
	review	operate	criticize
	tell	schedule	diagram
		shop	inspect
		sketch	debate
			inventory
			question
			relate
			solve
			examine

Synthesis	Evaluation
compose	judge
plan	appraise
propose	evaluate
design	rate
formulate	compare
arrange	revise
assemble	score
collect	select
construct	choose
create	assess
design	estimate
set up	measure
organize	
manage	
prepare	

Terms That Are Not Measurable

will become	will gain information
be aware	will understand
will feel	will realize
will experience	will value
will accept	will know
will appreciate	

RULES OF ORDER

Quorum

A simple majority of the voting members constitutes a quorum.

Proxies

If a member is unable to be present at a meeting, s/he may request another SCC staff member to represent him/her. Such representatives may participate in committee deliberations. They may not vote, however, and are not counted in determining whether a quorum is present.

Meetings

All meetings are open to any interested parties. Non-members may address the committee in support of, or opposition to, any matter being considered.

When a proposal is to be considered, the division in which the proposal originates is requested to send a representative to the meeting to explain the proposal. After this introduction by the divisional representatives, the procedure used in considering the proposal is:

1. The chair calls for a motion to recommend approval, and a second to this motion.
2. The floor is opened for discussion. Amendments to the proposal may be made at this time.
3. After discussion is closed, the committee may, by unanimous consent, vote on the proposal immediately. If any voting member objects, a final vote on the proposal is to be delayed until the following meeting.

GUIDELINES FOR EVALUATING PROPOSALS

The curriculum at Seminole Community College is considered to be a statement of work for the College. This curriculum can be classified as follows: Written, taught, and tested. The written curriculum is that which has been approved by the Curriculum Committee. The taught curriculum is what the faculty member presents in the course, and the tested curriculum is what is evaluated , as stated by the faculty member. When the written curriculum is taught in the class, and in turn is the curriculum that is evaluated at the end of the course, "curriculum alignment" occurs. Faculty have a professional obligation to teach from the written curriculum, and evaluate students in terms of the written curriculum.

Guidelines exist for colleges to follow in their attempts to align the curriculum. The following guidelines are excerpted from a paper entitled "Curriculum Alignment as a Means for Improving Institutional Effectiveness," by Albert Pautler of the University at Buffalo:

1. Validate the present course content on a course by course basis. Validation of course content is usually done by means of a task analysis of the subject matter.

2. All proposals should adhere to the College course of study format.

3. Agree on the scope and sequence of course content. Scope refers to the starting and ending points of each course and sequence refers to the logical order of instructional content.

4. The proposal has clear instructional objectives.

5. Each objective is aligned with a text or reference source.

6. Teach following the alignment scheme agreed upon.

7. Align evaluation measures to course objectives.

The Curriculum Committee, in ensuring that each proposal is in curriculum alignment, provides the assurance of quality to students that the written curriculum is the taught curriculum, and that both are the evaluated curriculum.

DIRECTORY OF COMMITTEE MEMBERS

Name	EXT
Larry Apt	383
Dave Barringer	239
Paul Bordenkircher	234
Judy Brierly	291
Sam Cox (Ex-Officio)	274
Eunice Everett	207
Patrick Fitzgerald	255
Roger Jarand	615
Elaine Greenwood	372
Tom Kelly	264
Angel Kersh	272
Ray Kirk	256
Mary Kostenbauder	518
Dick Loper	254
Larry McAdam	544
Vince Murray	340
Donna Nickel (EX-Officio)	000
Annye Refoe	216
Rachael Roll, Chair	402
Joe Roof	364

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